



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

The book treats of German education in the most comprehensive meaning of education. It appeals, perhaps, more to the non-professional educators, namely the fathers and mothers, than to the professional teachers. Accepting thoroughly the main principles of Herbart, the author does not hesitate to modify the Herbartian theory at will. He cannot be a blind partisan. The twelve chapters of the book treat respectively of The chief end of all educational activity, The importance and the development of individuality in the child, The inborn traits of the child, The acquired ideas, Direction: conception of pedagogic government, the physical care of the child, Overloading, activity and occupation; Punishment of children in general; Educational modes of punishment considered separately, Respect and love as the most important means for guiding children, Formation of character and disposition, Educative instruction; Methods, subjects, kinds of schools, The methodical treatment of the lesson subject in educative instruction.

The book is written for Germans and not particularly for the world at large. The author is intensely patriotic. A good many changes would be necessary to make the work in all its part pertinent to the schools of the United States. A mere translation is impossible, an adaptation by a skillful hand would be a boon. Meanwhile we recommend the book cordially to all who are interested in education in its wider relations and who would enjoy reading admirably clear German.

C. H. Thurber

An Old and Middle English Reader. On the basis of Professor Julius Zupitza's *Alt und Mittelenglisches Uebungsbuch*, with Introduction, Notes, and Glossary by G. E. MAC LEAN, PH. D. Macmillan & Co.: New York and London, 1893. pp. lxxiv + 295.

Prof. Mac Lean's version of Zupitza is a scholarly presentation of a well known standard. Zupitza's book has long been known as a "concise and comprehensive" reading book, offering illustrations of the English language from the earliest times down to the fifteenth century. For its particular purpose there was no other practical book so good in German or in English. It contained a number of characteristic texts and a vocabulary, but all explanation, except for textual notes was left to be furnished by the lecturer. For the mere translator of such a book there was of course not much to do: Professor Mac Lean has therefore made large additions.

The book is now practically available to the American student. In a rigidly compressed form Prof. Mac Lean has presented a great deal of help. He tries to meet the wants of the beginner

and also of the advanced student. His introduction gives, first, references, where possible to works easily accessible, then, a slight account of the matter, and lastly brief notes, in which some of Zupitza's on the text are included. In the vocabulary, he adds much help for etymological study, careful and thorough in its selection and rendered convenient by typographical ingenuity. The book ought to encourage sound linguistic study in the country.

Iowa State University

Edward E. Hale, Jr.

School Management. By EMERSON E. WHITE, A. M., LL. D.
American Book Co., 1894. \$1.00.

I wish to say plainly and unmistakably that in my opinion this is a valuable book. The contents fully justify the sub-title, "A practical treatise for teachers and all other persons interested in the right training of the young." Much good common sense, an elevated tone, thorough understanding of the problems that confront the teacher, and experience in solving them—these and many other qualities demand our attention almost on every page. About every question that enters into the work and life of a school and of its members is discussed in a suggestive and helpful way. The attention paid to the training of the will and the importance given to moral training as the central function and duty of the school are in accord with the best educational thought of to-day. The book cannot fail to be helpful to young teachers. If others repeat my experience, it will be hardly less appreciated by teachers who have been some years in the harness. Let me close what may be criticised as too laudatory a notice by an outline of the contents of the book: School Government, Ends and Means, The Teacher as Governor, Conditions of Easy Control, Mechanical Devices (this chapter covers such topics as ventilation, light, seats and desks, programmes, &c.); Moral Training, Principles, Will Training, School Incentives, Punishment, Moral Instruction, Materials for Moral Lessons, Religion in the School.

C. H. Thurber

Complete Graded Arithmetic. ATWOOD. First Part and Second Part. Published by D. C. Heath & Co.: Boston

Attractive books. Novel in the arrangement of the matter. A splendid compilation of examples. Good books for schools graded in accordance with the plan followed in the texts and for mechanical teachers. The books, however, in my judgment, are not adapted for general use in schools nor for teachers that do independent work in subject matter or method, or in both.

Colgate Academy

E. P. Sisson